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ABSTRACT

This module is one of twelve individualized performance-based modules, each based on a major competency needed by vocational administrators for effectively administering vocational education in local education agencies. The module focuses on developing competency in understanding the need for cooperation with industry and in planning cooperative programs through the following activities: listing motivational factors which encourage industry and people to become involved in education, identifying specific industry service areas available to public education, describing in writing the major techniques used by educators to involve industry with education, and demonstrating an ability to plan and communicate with industry leaders. Activities are primarily based on having the learner read suggested material related to the subject. Content is organized as follows: introductory section, terminal objective, summary of content, procedures, suggested resources, pretest, learning activities, posttest, and an answer manual. (SH)

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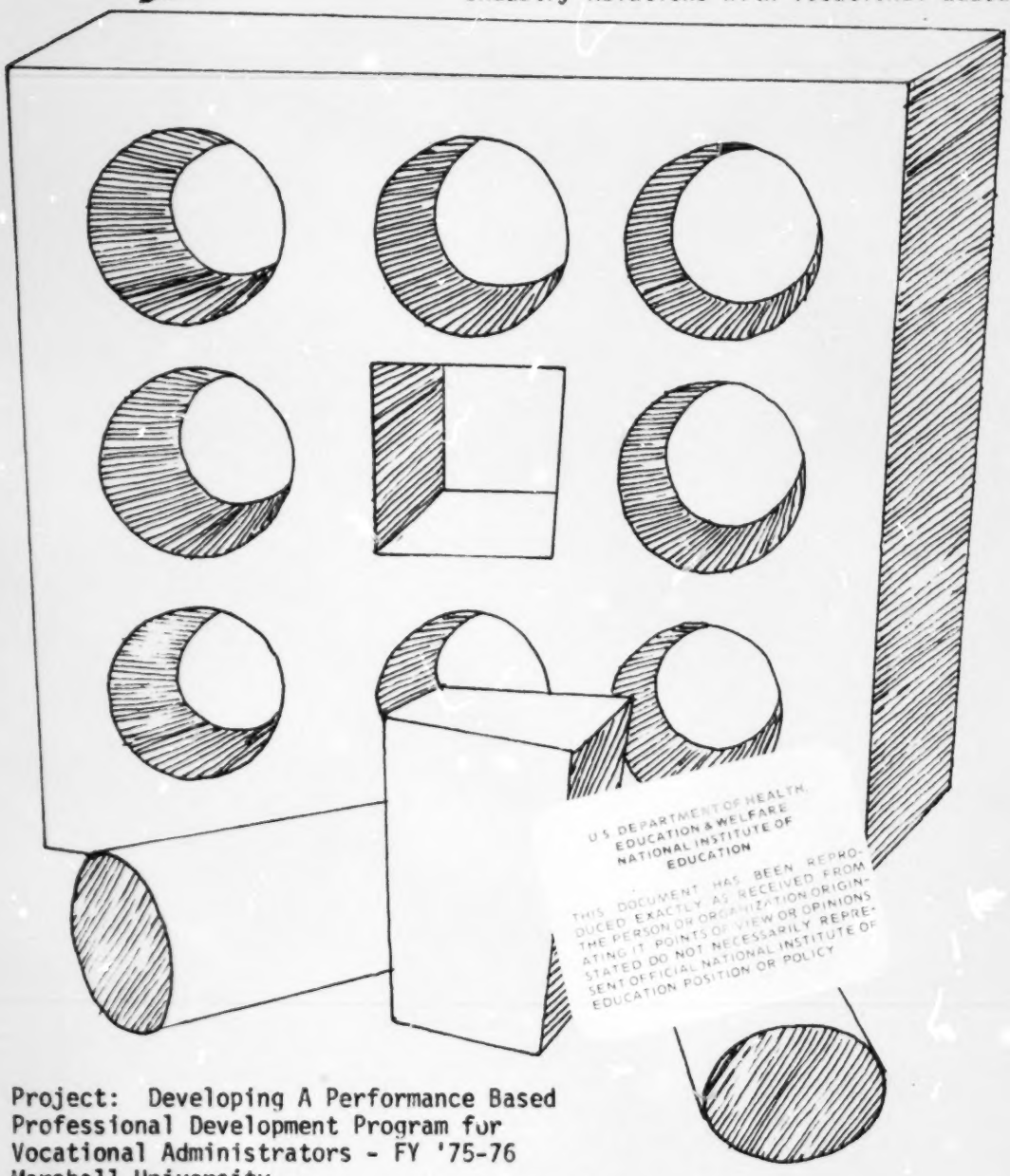
Industry Relations with Vocational Education



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Project: Developing A Performance Based
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CE 012 812

Instructor's Guide for the
Use of Individualized Modules

In each of the Individualized Modules you will find all or some of the following components:

1. Introduction
2. Terminal Objective
3. Content
4. Procedures
5. Student Competency Sheet
6. Resources
7. Pre-Test and/or Post-Test
8. Learning Activities
9. Simulation
10. Answer Manual

For the most part the material is self-explanatory and if so noted, certain pages are consumable.

In some of the modules, activities other than reading and responding through written communication are required. In these instances where seminars, site visitations, workshops, etc., are required, with the instructor directing the activity, the instructor is directed to utilize the Individualized Module and to inject his/her own methods for making the activity a success.

All materials to be evaluated are to be turned into the instructor. When a student has not achieved the competency required in the specific activity, the instructor is requested to develop a plan to correct the deficiency.

INTRODUCTION

Since industry has demonstrated its desire to assist in improving and expanding public education, it is the responsibility of school administrators to seek ways and to make such involvement possible, to guide industry and its efforts to become involved, and to provide the necessary leadership. If we agree with this premise, then school officials must also accept the responsibility for industry's frustrations and mistakes in seeking involvement in the schools and take the necessary steps to achieve meaningful industry-education cooperation in their communities.[1]

Vocational Education must constantly seek new and improved ways of communicating with industry. We must plan together the development of programs to meet the needs of our society in which we live. Barriers which impede progress toward relevancy in education must be removed.

Our states and school districts have been challenged by the Vocational Education Act of 1963 and Admendments of 1968 to provide for more efficient and effective cooperative arrangements between industry and education. Questions frequently asked and certainly deserve to be answered are: Why must there be cooperation between industry and education? Why do people and industry want to be involved in the educational process? What industry services are available to education? What are some current involvements that are taking place between industry and education today? It is hoped that the information in this module will help to answer some of these questions.

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[1] Samuel M. Burt, Strengthening Volunteer Industry Service to Public Education, Kalamazoo, Michigan: The W. E. Upjohn Institute for Employment Research.

TERMINAL OBJECTIVE

THE FOLLOWING IS WHAT YOU WILL BE CAPABLE OF DOING UPON THE SUCCESSFUL COMPLETION OF THIS PACKET:

The student will demonstrate his understanding of the need for cooperation between industry and education to the satisfaction of the instructor and will also demonstrate a knowledge of the motivational factors which encourage industry and people to become involved in education and specific industry service areas available to education with 90% accuracy. Also, the student will demonstrate a knowledge of the major techniques used by educators to involve industry with education in writing, following a visit with selected administrators and instructors of vocational and technical education. The student shall then demonstrate his ability to plan and communicate with industry representatives by visiting selected leaders in the student's own community and planning a joint program directed toward strengthening cooperative relations between industry and education.

Content

On the following pages you will find:

Student Competency Sheet
Pre-Test
Learning Activities
Post-Test

Procedures

After reading the Introduction, Terminal Objective and Content, you may:

1. Decide whether you already have the competency identified in the Terminal Objective and proceed directly to the Post-Test. Or--

2. Proceed to the Pre-Test and assess your present skills to determine which learning activities pertain to the parts you are unsure of and then complete only those. Or--

3. Go straight through the packet.

STUDENT COMPETENCY SHEET

Program: Vocational Administrators Curriculum

Unit: Industry Relations with Vocational Education

Competency Statement: Demonstrate competency in his/her understanding of the need for cooperation between industry and education by: (1) listing motivational factors which encourage industry and people to become involved in the education, (2) identifying specific industry service areas available to public education, (3) describing in writing the major techniques used by educators to involve industry with education and (4) demonstrate an ability to plan and communicate with industry leaders.

Learning Activities: Within this module are several different varieties of learning activities aimed at leading you to attain and demonstrate the competencies named above. Many of these activities will require reading from suggested references, some activities require that you complete writing assignments, visit two approved vocational schools and one activity requires that you establish contact with selected industry representative(s) and plan cooperatively a seminar program with emphasis toward improving cooperative relations between industry and education.

Criterion Evaluation: There are specific tasks associated with the learning activities in this module. Each of these specific tasks is an enabling objective which states exactly what behavior the learner is expected to exhibit, under what conditions he/she is expected to do it, and how well it is to be done. Thus, each task statement in this module states the exact standards by which the learner's performance is going to be judged. This is the criterion evaluation.

Resources: Instructor

Books:

Burt, Samuel M., Industry and Vocational-Technical Education, McGraw-Hill Book Company, 1976, Chapter 1, 2, 3, and 10.

Burt, Samuel M., Strengthening Volunteer Industry Service to Public Education, W. E. Upjohn Institute for Employment Research, 1971.

The First Yearbook of the American Vocational Association, Contemporary Concepts in Vocational Education, 1971. Washington, D.C.

The Fourth Yearbook of the American Vocational Association, The Philosophy for Quality Vocational Education Programs, 1974. Washington, D.C.

Burt, Samuel M. and Lessinger, Leon M. Volunteer Industry Involvement in Public Education.

Other Selected References

Somers, Gerald G. and Little, J. Kenneth, Vocational Education: Today and Tomorrow, Center for Studies in Vocational and Technical Education, The University of Wisconsin, 1971.

Finley, Grace J., Business and Education: A Fragile Partnership, 1973 The Conference Board, Inc., New York, N.Y.

Mason, Ralph E. and Haines, Peter G., Cooperative Occupational Education and Work Experience in the Curriculum The Interstate Printers and Publishers, Inc., 1972.

Citizens, Businessman, and Educators: The Elements to Better School-Community Relations. An occasional paper, Institute for Development and Educational Activities, 1972, ED 075892.

Butler, Roy L. and York, Edwin G. What School Administrators Should Know About Cooperative Vocational Education, May 1971, ED 057180.

Smith, David H. There is No White Horse: A First Step Toward Improving Communication in Business, 1969, ED 084573.

The Business-Industry Survey: Its use in Institutional Planning. April 1975, ED 104473.

(PRE-TEST)

1. Discuss with your instructor the need for cooperation between industry and education giving specific emphasis to:

   a. Benefits received by industry and education, ie (school, teachers, and students) as a result of cooperation between industry and education.

   b. Factors which tend to restrain cooperation between industry and education.

   c. Emphasis received from Federal and State Legislation.

2. List four motivational factors which encourage industry organizations to become involved in education.

3. List four motivational factors which encourage industry people to become involved in education.

4. Select from the attached questions the industry service areas available to public education.

5. Describe in writing the major techniques used by educators to involve industry with education to the satisfaction of the instructor.

6. With the approval of your instructor, select a topic from the list attached and establish a contact with a selected industry representative(s) in your community. With his cooperation plan a seminar program where you and your industry leader will discuss the selected topic with emphasis directed toward strengthening cooperative relations between industry and education.

QUESTION FOUR (4) TO BE USED ON PRE AND POST TEST

Identification of industry service areas available to public education.

1. Which of the following service areas are currently available to education?

   a. Improving Public Relations
   b. Helping Students
   c. Improving Instructional Programs
   d. Assisting parents
   e. Upgrading Professional Staff
   f. Improving School Management and Administration
   g. Providing Free Transportation
   h. Providing Community Service

2. Using the alphabetical numbers of a-h, indicate the proper service areas that the following activities would most correctly relate to?

_____ (a) Helping to plan systems of transportation.

_____ (b) Providing on-the-job opportunities in cooperative education programs.

_____ (c) Providing research and work-experience opportunities for teachers and other school officials during school holidays and summer.

_____ (d) Serving as speakers at career-day meetings and during student assemblies on career opportunties in business and industry.

_____ (e) Sponsoring city wide and state wide student contests in a variety of subject areas.

_____ (f) Providing industry people as resource teachers.

_____ (g) Arranging for the publications of articles in local newspapers concerning school programs.

_____ (h) Assisting in planning safety campaigns, fire protection programs, etc.

_____ (i) Providing paid on-the-job experience opportunities in cooperative education programs.

_____ (j) Contributing funds to advertise specific school program offerings in local newspapers.

QUESTION SIX (6) TO BE USED ON PRE AND POST TEST

1. Plan a program that will explore avenues of providing for more effective on-the-job training opportunities in cooperative education programs.

2. Plan a program that will explain how work-experience opportunties for teachers and other school officials can be obtained.

3. Plan a program which will explain how industry is organized and how it functions and how its multiple goals are achieved. -- Compare to education where possible.

4. Plan a program that will express viewpoints on opportunities and responsibilities for planning instructional programs in vocational and technical education.

LEARNING ACTIVITY I

Task I

THE STUDENT WILL DISCUSS ORALLY AND TO THE SATISFACTION OF THE INSTRUCTOR THE NEED FOR COOPERATION BETWEEN INDUSTRY AND EDUCATION.

I-A

Read:

A.1 Industry and Vocational-Technical Education, Samuel M. Burt, Chapter 2, pages 25-43, and Chapter 10, pages 304-330.

or

A.2 The Philosophy for Quality Vocational Education Programs, 1974 Yearbook of The American Vocational Association, pages 219-241.

or

A.3 Contemporary Concepts in Vocational Education, 1971 Yearbook of The American Vocational Association, pages 300-306.

I-B

After completing I-A, the student will discuss the need for cooperation between industry and education as expressed in the reading material. This discussion will be oral and to the satisfaction of the instructor.

If you successfully completed the task in Learning Activity I you should proceed to Learning Activity II. If you need to acquire more knowledge or skill in order to perform as expected in Task I reread the material in I-A and try I-B again. If you still feel you need more information to complete the Task, see your instructor to develop a plan to correct your deficiencies.

LEARNING ACTIVITY II

Task II

THE STUDENT WILL LIST MOTIVATIONAL FACTORS WHICH ENCOURAGE INDUSTRY AND PEOPLE TO BECOME INVOLVED IN EDUCATION WITH 90% ACCURACY.

II-A

Read:

A.1 Strengthening Volunteer Industry Service to Public Education, Samuel M. Burt, pages 8-16.

or

A.2 Volunteer Industry Involvement in Public Education, Samuel M. Burt and Leon M. Lessinger, pages 1-13.

II-B

After completing the reading in II-A the student will list in writing four motivational factors which encourage industry organizations to become involved in education and four motivational factors which encourage industry people to become involved in education as presented in Task II, A.1 or A.2. These will be written with 90% accuracy and will be turned into the instructor for evaluation.

If you successfully completed the Task in Learning Activity II you should proceed to Learning Activity III. If you need to acquire more knowledge or skill in order to perform as expected in Task II reread the material in II-A and try II-B again. If you still feel you need more information to complete the task, see your instructor to develop a plan to correct your deficiencies.

LEARNING ACTIVITY III

Task III	THE STUDENT WILL IDENTIFY INDUSTRY SERVICE AREAS AVAILABLE TO PUBLIC EDUCATION AS PRESENTED IN THE READING WITH 90% ACCURACY AND TURNED INTO THE INSTRUCTOR FOR EVALUATION.
III-A	Read: Strengthening Volunteer Industry Service to Public Education, Samuel M. Burt, pages 1-7
III-B	After completing the reading in III-A the student will identify industry service areas available to public education. This will be done with 90% accuracy and turned into the instructor for evaluation.

If you successfully completed the Task in Learning Activity III you should proceed to Learning Activity IV. If you need to acquire more knowledge or skill in order to perform as expected in Task III reread the material in III-A and try III-B again. If you still feel you need more information to complete the Task, see your instructor to develop a plan to correct your deficiencies.

LEARNING ACTIVITY IV

Task IV

THE STUDENT WILL DESCRIBE IN WRITING THE TECHNIQUES USED BY EDUCATORS TO INVOLVE INDUSTRY WITH EDUCATION AS FOUND IN THE READING AND OBSERVED IN HIS VISITATION SCHEDULE OF IV-B WHICH WILL IN TURN BE GIVEN TO THE INSTRUCTOR FOR EVALUATION.

IV-A

Read:

A.1 Industry and Vocational-Technical Education, Samuel M. Burt, page 7-24.

A.2 Volunteer Industry Involvement in Public Education, Samuel M. Burt and Leon M. Lessinger, pages 9-13, pages 15-29, pages 67-80, pages 89-100.

IV-B

Select two vocational education schools approved by the instructor and make arrangements to interview the administrators and instructors of selected programs to discuss their involvement with industry. The student should use his understanding of the readings in Activity IV, Task IV A.1 or A.2 to plan his observation-interview visitation schedule.

IV-C

After completing the reading in IV-A and visitation in IV-B the student will write an analysis of his visit emphasizing the successful methods or techniques used by educators to involve industry with education and turn in for evaluation and discussion by the instructor.

LEARNING ACTIVITY V

Task V

THE STUDENT WILL PLAN AN EDUCATIONAL PROGRAM WITH THE COOPERATION OF AN INDUSTRY REPRESENTATIVE(S) AIMED AT STRENGTHENING COOPERATIVE RELATIONS BETWEEN INDUSTRY AND EDUCATION. AN OUTLINE OF THE PROPOSED PROGRAM WILL BE TURNED INTO THE INSTRUCTOR PRIOR TO THE EDUCATIONAL PROGRAM.

V-A

The student will select a topic approved by the instructor and will establish contact and arrange a visit with a selected industry representative(s). Together they will plan a program designed to discuss his assigned topic with specific emphasis being directed toward strengthening cooperative relations between industry and education. An outline presenting the main items to be discussed in the proposed program will be developed and given to the instructor prior to scheduleing the educational program.

This visit may be planned in conjunction with the instructor prior to establishing contact with the company representative(s).

After completing Task V-A you are to evaluate your ability to achieve the competencies identified in the Terminial Objective by completing the Post-Test.

(POST-TEST)

1. Discuss with your instructor the need for cooperation between industry and education giving specific emphasis to:

   a. Benefits received by industry and education, ie (school, teachers, and students) as a result of co-operation between industry and education.

   b. Factors which tend to restrain cooperation between industry and education.

   c. Emphasis received from Federal and State Legislation.

2. List four motivational factors which encourage industry organizations to become involved in education?

3. List four motivational factors which encourage industry people to become involved in education?

4. Select from the attached questions the industry service areas available to public education?

5. Describe in writing the major techniques used by educators to involve industry with education to the satisfaction of the instructor.

6. With the approval of your instructor, select a topic from the list attached and establish a contact with a selected industry representative(s) in your community. With his cooperation plan a seminar program where you and your industry leader will discuss the selected topic with emphasis directed toward strengthening cooperative relations between industry and education.

Industry Relations With Vocational Education

ANSWER MANUAL

Marshall University
Department of Occupational, Adult and Safety Education
Huntington, West Virginia

This booklet will provide the instructor with directions on how to conduct courses using the Competency-Based Learning Module process.

The Learning Module contains an introduction, procedure page, pre- and post-tests, terminal objectives, tasks, and activities to complete the tasks. The Learning Module is self-explantory and if so noted certain pages are consumable.

In some of the modules activities other than reading, and responding through written communication is required. In these instances where seminars, site visitations, workshops, etc. are required with the instructor directing the activity, the instructor is directed to utilize the Learning Module and to inject his own methods for making the activity a success.

All materials to be evaluated are to be turned into the instructor. When a student has not achieved the competency required in the specific activity the instructor is requested to develop a plan to correct the deficiency.

Answers to Pre-Test and Post-Test

(1) Discuss with your Instructor the need for cooperation between industry and education giving specific emphasis to:

a. Benefits received by industry and education, ie (school, teachers, and students) as a result of co-operation between industry and education.

b. Factors which tend to restrain cooperation between industry and education.

c. Emphasis received from Federal and State Legislation.

Discussion with the instructor is emphasized here because the need for the student to begin presenting his ideas and suggestions into oral communications will play a major part in the student's ability to establish and maintain a communication linkage between industry representatives and education. The instructor is encouraged at this point to make suggestions to the student that would further develop his abilities to communities orally with people.

(2) List four motivational factors which encourage industry organizations to become involved in education?

a. Need for qualified manpower
b. Need for conserving tax monies
c. Need for a credible public image
d. Need for viable communities

(3) List four motivational factors which encourage industry people to become involved in education?

a. Desire to fulfill a civic responsibility
b. Desire to enhance personal prestige
c. Desire to be known as philanthropic and altruistic
d. Deisre to help youth

A discussion of each of these factors is found on pages 8-13 of Samuel M. Burt, Strengtheing Volunteer Industry Service to Public Education.

(4) Select from the attached questions the industry service areas available to public education?

1. a, b, c, e, and f

2. (a1) - F
   (b1) - C
   (c1) - E
   (d1) - B
   (e1) - C
   (f1) - C
   (g1) - A
   (h1) - F
   (i1) - B
   (j1) - A

A more complete list of activities for each service area is included on pages 1-5 of Samuel M. Burt, Strengthening Volunteer Industry Service to Public Education.

(5) Describe in writing the major techniques used by educators to involve industry with education?

(The student should write the answer to this question after he has read selected references and made a visit to two vocational-technical education school approved by the instructor.)

(6) This activity should be evaluated by the instructor and should give the student an opportunity to use the knowledge that he has obtained in his readings and visits to the schools and with the instructor.

The program that is to be planned could be a seminar setting or other as desired by the instructor. The emphasis should

be upon the actual communication and planning that is carried out by the student with the industry representative. A session with the student following his program presentation to indicate good and bad points is highly desirable. Emphasis should be upon how to improve not how badly he or she had done.